

PSSA ELA Item Type Training Text-Dependent Analysis

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Introductions...



Coffee Talk

What is 'brewing' in your head regarding this work?



Agenda:

Today:

- Analyzing the Text-Dependent Analysis Rubric
- Scoring student work using the state TDA scoring guidelines
- Work Session: Developing TDAs for use in your classroom

Expectations in Student Responses

ELA Grades 4-8 Text Dependent Analysis Scoring Guidelines

(Notes and Resources, page 20)

- Examine the Proficient Level “3” of the guidelines
- Discuss as a grade level team what a proficient piece of student work would look like; use the *PA Core Academic Standards for English Language Arts* and/or the *Assessment Anchors*, as needed
- Consider:
 - What would be acceptable in a response?
 - What would NOT be acceptable in a response?
- Examine each of the other levels and discuss what this would look like in a student response.
- Be prepared to share.

What are Text-Dependent Analysis Questions?

Analysis:

These questions require students to provide evidence from the text and to draw inferences based on what the text says in order to **support an analysis**.

Responding to Text-Dependent Analysis Questions

Modes of Analysis (Notes and Resources, page 21)

1. What a text says – **summary or restatement**
2. What a text does – **description**: discusses important aspects of the presentation of the text (choices of content, author's perspective, language, and structure)
3. What a text means – **analysis**: interprets the text and asserts a meaning for the text as a whole (putting the message in a larger context and determine theme)

Responding to Text-Dependent Analysis Questions

Written Essay Expectations

1. Introduction: compelling introduction or “hook” (e.g., quote, action, personal remark, question)
2. Development: clear focus and controlling idea throughout the essay; includes a short summary plus analysis or reflection
3. Conclusion: relevant statement/section; extends beyond a restatement of introduction
4. Organization: coherence – introduction, body, and conclusion support the focus; sequences and groups related ideas
5. Transitions: connects ideas and reasons
6. Language: appropriate use of vocabulary; authoritative voice; variety of sentence structure
7. Conventions of Standard English

Scoring Sample Student Responses TDA Questions

- Read (or re-read) Grade 4 Text
- Examine Grade 4 Text-Dependent Analysis Question



At the end of the passage, *Drawing Horses*, Marisa states, “But I already know that when this drawing is finished, I’ll be signing it Marisa.” Write an essay analyzing why she makes this statement. Use evidence from the passage to support your response

Discuss as a group: what you would expect to see in the proficient-level response?

What you would expect to see in the proficient-level response?

- Marissa kept trying to draw the horse
- Signing her name to the drawing shows that she is pleased with her work
- Marissa doesn't give up despite negative comments from friends and family

Student Sample Responses TDA Question: #1

1. Read the student response (4-1)
2. Score the student response
3. Discuss the scores at your table and come to consensus as to why you gave it the score
4. Be prepared to share

Scoring Sample Student Responses TDA Questions

Student Work 4-1 - Score: 3

Analysis:

- tried hard to make a perfect horse
- did not give up
- Understood her picture was not as good as Euphemia's picture, but still liked it
- First good drawing of a horse even if standing still

Writing:

- Introduction and conclusion to support analysis
- Reference to text
- Transitions to link ideas
- Errors in conventions do not interfere with meaning

Student Sample Responses TDA Question: #2

1. Read the student response (4-2)
2. Score the student response
3. Discuss the scores at your table and come to consensus as to why you gave it the score
4. Be prepared to share

Scoring Sample Student Responses TDA Questions

Student Work 4-2 - Score: 1

Analysis:

- Does not address the prompt
- Insufficient analysis
- Evidence doesn't support the question

Writing:

- Introduction and conclusion to support analysis
- Reference to text but does not support analysis
- Inconsistent transitions
- Errors in conventions do not interfere with meaning

Student Sample Responses TDA Question: #3

1. Read the student response (4-3)
2. Score the student response
3. Discuss the scores at your table and come to consensus as to why you gave it the score
4. Be prepared to share

Scoring Sample Student Responses TDA Questions

Student Work 4-3 - Score: 2

Analysis:

- Attempts to address the question, but does not have a clear understanding
- Weak analysis focuses more on being called “Messy”
- Superficial evidence in an attempt to support the question

Writing:

- Introduction and conclusion provided
- Reference to text but does not support analysis
- Uses transitions
- Errors in conventions do not interfere with meaning

Scoring Student Work Samples

Calibration Protocol (Notes and Resources page 22)

1. Read (or reread the text)
2. Read the Text-Dependent Analysis question
3. Discuss as a group what you would expect to see in the proficient-level response?
4. Read the student response and place in groups (high, average, low)
5. Score the student responses
6. Discuss the scores at your table and come to consensus as to why you gave it the score
7. Be prepared to share

Student Work

- What insights does this give you for writing TDA prompts?
- What insights does this give you for scaffolding instruction for your students?

Time to Write

- Work together in groups of your choice to write TDA prompts for a specific piece of text (or a pair of texts).
- Choose one to try with your students before our last session.

Day 2 Wrap-Up

Expectations before Session 3:

- Implement at least one Text Dependent Analysis question with your students.
- Bring to Session 3:
 - Three copies of text used
 - Three copies of Text Dependent Analysis question
 - Three copies of five different student responses (chosen from a variety of levels of performance)
 - Remove all student names, number for easy reference
 - Handouts from Sessions 1 & 2
 - Additional texts, readings, etc.

REMEMBER:

- Text-dependent analysis questions generally call on students to employ close reading strategies.
- Strategies should not be taught in isolation.
- The text and the readers' need to comprehend the text should determine what strategies are activated – not the other way around.
- **The search for text evidence should activate key strategies such as re-reading and monitoring comprehension.**

Close Reading

Encourage teachers to:

- Prompt students to reread text frequently for various text-dependent questions
- Students refer to evidence from the text when responding
- Questions can be varied and might include a combination of formal and informal responses
- Use a variety of teaching methods
- Use a variety of grouping configurations

Closure

Consider the following questions. Discuss at your table and share final thoughts. (Notes and Resources page 27)

- 1) What resources and structures are necessary at a classroom/school/district level to support the shift toward evidence-based reading and writing through the use of text-dependent analysis questions?
- 2) What does a classroom/school/district look like when evidence-based reading and writing is a priority?
- 3) What are the opportunities and challenges related to the shift toward evidence-based reading and writing?

Day 2 Ending Notes??

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Thoughts

Wonders

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